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ABSTRACT

Presented are specific sequential procedures for use by paraprofessionals in correcting children's mild to moderate articulation problems. The sequence consists of eight activities to prepare the child for the program, five steps in the area of ear training, and ten steps to teach speech production. Activities and minimum teaching times are suggested for ear training goals such as learning sound position in words and production goals such as producing the sound correctly in syllables. Instructional materials provided include pictures associated with the sounds being worked on, and pictures to be colored or completed (connect-a-dot) by the child as a reward for correct responses. (LS)

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A SEQUENCE FOR HELPING CHILDREN HAVING MILD TO MODERATE FUNCTIONAL ARTICULATION PROBLEMS

BY:

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NOVEMBER 1970

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USE BY UNQUALIFIED PERSONS

The sequence herein described is intended for use only by persons who have training in the following: Phonetics; types of communication disorders; structures involved in the production of speech: introduction into articulation therapy; articulation screening; use of audio-visual equipment; and six hours of discussion and practicum in the proper use of this sequence under supervision.

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BEFORE A CHILD HAVING A SPEECH PROBLEM CAN BE WORKED WITH BY A PARAPROFESSIONAL, THE SPEECH AND HEARING COORDINATOR MUST HAVE DONE THE FOLLOWING:

A—Evaluated the articulation screening form including the articulation follow-up.

b—Returned the results of the screening to the paraprofessional.

C—Stated instructions as to what particular sound each child is to work on (found on the bottom or back of the returned articulation screening form), and the order in which sounds will be worked on.

INTRODUCTION

The child with an articulation problem often has developed poor listening skills. Good listening skills allow a person to notice the important differences in speech so necessary for the proper production of the sounds in our language. We therefore, focus much attention on training the child to hear particular sounds and sound differences before we actually teach him to produce (say) sounds correctly. For this reason, the steps in this program are divided into two vital areas. The first area is EAR TRAINING and includes steps 1 through 5. The second area is PRODUCTION and will include steps 6 through 15.

PREPARATION

TO PREPARE THE CHILD FOR THE PROGRAM HE WILL BE FOLLOWING, YOU MUST DO THE FOLLOWING TWO THINGS BEFORE STARTING STEP ONE OF THE PROGRAM.

IT IS NOT NECESSARY TO REPEAT THESE TWO ITEMS EACH TIME A CHILD MOVES FROM ONE SOUND TO ANOTHER.

I. Establish a working relationship with the child.

II. Do each of the exercises below:

L-1 What do you hear? Choose a period of the day when you can hear sounds in or around the school. The paraprofessional says, "Let's sit as quietly as we can. Now what different sounds can you hear?" (Car going by, children in the hall, dog barking, car horns). She may also say, "I hear a sound in the hall. What is it?" (Bell ringing, teacher talking children singing, music, pencil sharpener, lunchroom sounds, etc.).

L-2 Loud and quiet. Ask the children to compare familiar sounds that are very loud and familiar sounds that are very quiet. Discuss the bang of a hammer and a light tap, a shrill whistle and a whisper, a shout and a conversational tone. The paraprofessional may ask the children to make the sounds.

L-3 High or low. Ability to discriminate between high and low pitches should be developed. The paraprofessional plays two notes (the high "C" and the low "C") on the xylophone located in the Peabody Level P Kit. She then asks, "Which was the high note?" or "Which was the low note?" First making the choice simple and gradually more difficult by striking notes which are closer together. (For instance, the E and F would be more difficult to tell apart than the D and A.

L-4 What is it? The paraprofessional asks the child to close his eyes. She makes familiar sounds and asks the child to identify crushing of paper, knocking on door, tapping on window, tapping the desk with a pencil, writing on chalkboard, hit a note on xylophone, tapping your foot, bounce a ball, or turn light off and on.

L-5 What animal am I? The paraprofessional makes the sounds associated with familiar animals (cat, dog, mouse, kitten, duck, hen, chick, rooster, donkey, pig, cow) and the children name the animals. She may also use the Peabody tape and have the

children say the names of the animals on the tape. Then the paraprofessional should say to the child---:

Pretend you are a bee.
What sound will you make?

Pretend you are a frog.
What sound will you make?

Pretend you are a duck.
What sound will you make?

Pretend you are a kiten.
What sound will you make?

L-6 Encourage the children to talk about sounds they don't like--then sounds they do like.

L-7 Which two rhyme? Listening for words which rhyme may be encouraged by asking the children to choose the two words which rhyme in a group of three. The paraprofessional says, "This is a rhyming game. I shall say three words. Two of them rhyme - they sound alike. One is different, it does not rhyme." She then says, "Saw, paw, dog," and asks, "Which two words rhyme?" After the child has pronounced the rhyming words and the paraprofessional is sure that the idea of the rhyming pair is understood, she may continue using the following groups several times. Make sure that the same emphasis is given to all three words.

house, mouse, mail	hall, ride, ball
sun, way, ton	hope, boy, joy
Bill, pill, day	dish, fork, wish
went, rent, run	bee, see, tall
ink, in, thin	ball, tie, wall
tell, honk, sell	bear, pear, rode
man, can, toy	together, weather, until

L-8 Discuss with, or point out to, the child the need for everyone to speak clearly and to use and develop good speech and good speaking habits. Stress the importance of good speech and the idea that if we speak clearly and pronounce our sounds correctly, people will be able to understand what we are saying and will enjoy talking with us. Talk about the positive results of using good speech, so that he will associate speech with pleasurable experiences. Your goal is to help the child understand why he is coming to speech class so that he will be motivated toward working to improve the way he speaks. Specifically, the child should realize that he is attending speech class so you can help him learn to speak better - to receive help in saying some of his sounds. Although the child will enter into pleasurable activities associated with speech, the pleasure he derives should be a secondary reward. We must not lose sight of our primary goal -- that of developing good speech.

PROCEDURE:

The steps in the sequence are to be used in the order in which they are written. Each time a child begins working on a different sound, he must be taken from step 1 through step 15. No steps should be omitted. The following is the procedure to be followed:

1. Following each STEP is a series of activities marked: A, B, C, etc. which must be completed before proceding to the next STEP in the sequence...

2. If the child completes all of the ACTIVITIES under a particular STEP and still has not successfully accomplished the GOAL of that STEP with consistency, then all of the ACTIVITIES under that STEP must be repeated...

3. If an entire STEP has been repeated, and the child still has not accomplished the GOAL of that STEP with consistency, then continue on to the next STEP in the sequence...

4. If the child then experiences success on the next STEP, then the paraprofessional should return to the STEP on which the child experienced difficulty and repeat all of the activities under that STEP and finally, continue on in the sequence where she left off...

5. SHOULD A CHILD FAIL ON TWO STEPS IN A ROW, THE PARAPROFESSIONAL MUST BRING THE CHILD TO THE ATTENTION OF THE SPEECH AND HEARING COORDINATOR WHEN HE VISITS HER SCHOOL.

The time limits in the right-hand margin, opposite each ACTIVITY, are M I N I M U M time limits. At least that much time must be spent on the activity. However, should additional time be desired, the paraprofessional should feel free to lengthen the time limit stated for that particular activity.

EAR TRAINING

STEPS 1-5

(child is NOT REQUIRED TO SAY his sound UNTIL STEP six!)

STEP	ACTIVITY	TIME
1.	GOAL: PRESENT THE SOUND TO THE CHILD:	
A	The paraprofessional says the sound (that the child is to work on) in isolation for the child, telling him that this is the special sound that he is to listen for as carefully as he can. The paraprofessional explains that later on the child will be learning to say the sound correctly, but for now, the only thing he has to do is listen for his sound. The paraprofessional should say the sound at least 10 times. [The child must be "flooded" with the sound over and over again.]	5MIN.
B	The paraprofessional selects the picture that can easily be associated with the sound the child is working on (found on pages 37 through 42). For example, /s/ is associated with a snake. So if the child is to work on /s/, the paraprofessional would say the sound many times for him and tell the child that his sound	5MIN.

is like the sound a snake makes.... ssssss. The purpose is to give the child something in his own experience that he can associate with the sound.

C The paraprofessional prints the letter (or letters) that represent the sound the child is working on, on the board, and says the sound for the child as she prints it. This should be done at least 10 times to again "flood" the child with the sound he is listening for. 7

D The child is to print his sound either on the blackboard or on a piece of paper, 10 to 20 times. Each time the child writes the letter (or letters) that represent his sound, the paraprofessional should say the sound for the child (close to the child's ear). 7

2. GOAL: HEARING THE CORRECT SOUND IN ISOLATION:

A The paraprofessional says the child's sound along with two other sounds, telling the child to raise his hand when he hears his special sound. The paraprofessional gradually adds an additional sound until the child is selecting his sound from a group of eight sounds. The order in which the sounds are said should be varied. For example, if the child's sound is /s/ you might first say /f/, /q/, and /s/...next, you might say /b/, /r/, /s/, and /t/...next, you might say /r/, (/th/), /s/, /p/, and /s/. (Remember to tell the child, before you start each group of sounds, 10

that when he hears his sound, he is supposed to raise his hand.)

B The paraprofessional writes at least four sounds on the board. She then says each of the sounds, but not in the order in which they are written on the board. The child should stand at the blackboard and either point to, circle, or underline his sound as soon as he hears it spoken by the paraprofessional. Each time the sounds are said by the paraprofessional an additional sound is added until 11 different sounds are on the blackboard. (Be sure to allow enough time for the child to respond between each different sound.)

C While the child's eyes are closed, the paraprofessional hides an object. She tells the child that he must listen carefully to her in order to find the object. The paraprofessional says, "When you are far away from the object, I will say your sound very quietly. As you get closer, I will say your sound louder, and when you are very near to the object, I will say your sound very loudly." The paraprofessional should try to say the sound (1) very quietly when the child is far away from the object; (2) in a normal volume of speech when the child is approaching the object; and (3) very loudly when the child is close to the hiding place. The object should be hidden several times. (Object may be a picture card, ball, crayon, etc.)

D The paraprofessional takes four blank Language Master

cards and puts the child's sound and two other sounds on each card in varying order. When the child comes to the resource room, he is told to put the cards in the Language Master and to say whether his sound was the 1st, 2nd, or 3rd sound on the card. Cards are then mixed up and activity is repeated.

3. GOAL: LEARNING SOUND POSITION IN WORDS:

A To aid in explaining this concept, the paraprofessional may use the train on pages 43 through 45 as an example. For instance, if the child's sound is /s/, point to the train's engine, and say, "Your sound /s/ may come at the beginning of the word like the engine is the beginning of a train." At this point, say a word with the initial sound being /s/ and prolong that sound. Then, "Your sound may also be heard in the middle of a word, like a train has a car in the middle." Then produce a word with /s/ occuring in the middle. Finally, "Your sound may be heard at the end of a word, like the caboose is the end of a train." Produce a word with the final sound being /s/. (The paraprofessional may need to demonstrate and discuss several examples of each position, to make it "clear" for the child.) This activity is designed to teach the child that sounds come in three different positions in words. A child may already have this understanding; however, the activity should still be explained, to increase his understanding of sound positions (beginning, middle, and final) in words.

B Using the drawing of the train on page 46, the paraprofessional explains to the child that she will name 15 to 20 pictures that have his sound either at the beginning of the word, in the middle of the word, or maybe at the end of the word. If the sound is at the beginning of the word, he is to draw a circle around the train's engine: if it is at the end, he should draw a circle around the caboose, or he should circle the middle car if he hears his sound in the middle of the word. When the paraprofessional names the picture, she should place it face up on the table in front of the child. The cards missed should be put aside and tried again after all cards have been gone through once. 15

C The paraprofessional takes 15 cards from the sound section she is working on, along with five cards that do not contain the sound the child is working on. She names each card and has the child respond by saying whether or not his sound is in the word he hears. The paraprofessional shuffles the cards and repeats this activity, (being sure to "sound out" the words for the child at first, gradually making the choice more difficult by saying the word normally as in conversation). 15

D The paraprofessional takes all of the cards from the sound section that the child is working on, and asks the child to tell her where his sound <u>is</u> in the word. (The paraprofessional should go through all of the cards twice, then repeat the ones that were missed.) 15

E The paraprofessional gives the cards from the sound section that the child is working on to the child and tells him to say the names of the cards to himself (not out loud), and that he is to put each card in one of three piles. A pile for the cards having his sound at the beginning of the word; a pile for the cards with his sound in the middle of the word and a pile for the cards that have his sound at the end of the word. The paraprofessional can use the three pictures of the train on pages 43 through 45 having the child place the cards on the picture of the engine if his sound comes at the beginning; on the picture of the middle car if his sound comes in the middle or on the picture of the caboose if his sound comes at the end of the word. 15

F The paraprofessional puts words containing the child's sound on the Language Master cards (10) and has the child put them through the Language Master and then tells what position his sound is in, in the word. 10

G The paraprofessional repeats activities B,C,D,E,and F above. (This should take a minimum of two 15 minute sessions with the child.) 30

4. GOAL: TELL IF THE SOUND PRODUCED BY THE PARAPROFESSIONAL (IN A WORD) IS CORRECT OR INCORRECT:

A The paraprofessional selects cards from the sound section that the child is working on and tells the child, "I will show you some pictures. You must listen carefully 10

when I say the names of the pictures because sometimes, I may say your sound right and sometimes I may say it wrong. If I say your sound wrong in a word, raise your hand." (The child only indicates that the sound is incorrect. He DOES NOT correct the error by saying his sound or the word.) The paraprofessional says the sound incorrectly by substituting another sound in place of the child's sound in the word. For example: The paraprofessional says tar for car or thoup for soup or chouse for house.

B The paraprofessional lays five cards from the sound section the child is working on, on the table, in a row, face up. She then instructs the child, "If I say your sound incorrectly when I name the picture, you should pick up the picture, but if I say the name of the picture correctly, then the picture should be left on the table." She then proceeds to say some of the names correctly and on others she substitutes some other sound for the child's sound in that word. The paraprofessional is sure to pause between words to let the child make the decision as to whether his sound was correct or incorrect.) The paraprofessional should then place another group of five pictures on the table and repeat the activity until a total of 15 cards have been used. Then, she repeats the activity once more using any cards that the child missed.

15

C Holding up 10 to 20 pictures, one at a time, the paraprofessional tells the child, "I will say the names of

these pictures. Sometimes I will say a word incorrectly. When I say the word incorrectly, you place that card on the picture of the frowning face (that the paraprofessional has drawn). When the word is said correctly, you place the card on the picture of the smiling face. Once the paraprofessional has named all the cards, she should then repeat the activity, only this time, she should say those placed on the frowning face correctly, and those placed on the smiling face incorrectly, letting the child make the choice as before. 15

D Paraprofessional takes "Pebo" the puppet (or some other puppet) and tells the child, "I will hold up a picture, and "Pebo" will say the name of the picture. If Pebo says the name of the picture wrong, then you tell him he made a mistake and I will hand you the picture. If Pebo says the name of the picture correctly, then you you tell him he said it 'all right' and we will put those cards in a pile. See if you can catch Pebo saying the words wrong." (The paraprofessional should use at least 10 to 20 cards and should say some of the words incorrectly again by substituting another sound in place of the sound that the child is working on, when saying the name of the picture for the child.) 15

E The paraprofessional should make up short sentences (eight words or less) that contain words having the sound the child is working on. She then tells the child that she will say some sentences (slowly and clearly) one at a time, and that he should listen carefully and 15

tell her if he hears any words in that sentence that have his sound. If he does, then the paraprofessional says the sentence again and asks the child how many times he heard his sound in the sentence.

F The paraprofessional uses the sentences from the activity above, only this time, she instructs the child to raise his hand when she says his sound incorrectly. She says some sentences without errors and other sentences with errors only making errors on the words that contain the sound on which the child is working.

G The paraprofessional reads short stories or poems containing the child's sound, sometimes saying his sound incorrectly. The child is instructed to "stand up" when he hears his sound said incorrectly. Effective materials for this activity may be found in Speech Correction Through Listening and Speech Correction Through Story-Telling Units. (Resource room materials).

5. GOAL: HEAR THE DIFFERENCE BETWEEN CORRECT AND INCORRECT PRODUCTIONS, WHEN SOMEONE OTHER THAN THE PARAPROFESSIONAL IS NAMING PICTURES:

A This activity allows the child to listen to the voice of someone else other than the paraprofessional when making the decision as to whether a sound is said correctly or not. The paraprofessional may use the supervising teacher or another paraprofessional to do the activities directly with the child, or she can have the teacher or another paraprofessional tape the material for the activity

and play it for the child to listen to and judge at a later time. The person (other than the paraprofessional) takes cards from the sound section the child is working on, and names the pictures, sometimes saying the child's sound correctly and sometimes saying it incorrectly. The child is instructed to listen carefully and to take the card from the "instructor" when he says the sound incorrectly. He may then place the cards he has "won" in a hat, treasure chest, box, etc. If the child does not respond correctly, he must give a card back to the "instructor". The object is to see if the child can win all of the cards from the "instructor". 15

B The child is given a group of 10 to 20 cards from the sound section he is working on and instructed to hold them up one at a time for the "instructor" to name. The child is told to listen carefully so he can "catch" the "instructor" making any errors on his sound. (This lets the child feel like he is being the "teacher" by telling the "instructor" when the name of the picture was said correctly or incorrectly.) 15

C The paraprofessional is to print the sound that the child is working on at various points on one of the pictures on pages 47 through 50. The supervising teacher, or another paraprofessional, names the cards from the sound section that the child is working on, sometimes saying the sound incorrectly. (The child is to say whether words are correct or incorrect.) Every time the child makes three correct responses, he is 15

allowed to color in one of the sections in the picture that contains his sound. (This activity may need to be carried over to another session to complete ,or the child may be given the picture at the end of the session with the directions: "You can take this back to your room and finish coloring it and bring it back for me to see the next time you have speech class".)

D Refer to supplementary drawings on pages 51 through 60. The person other than the paraprofessional names the cards from the sound section the child is working on, and the child determines whether or not the "instructor's" production was correct. If the child responds correctly, he may draw a line to the next dot. If the child responds incorrectly, the line just drawn may be erased. (In cases where the children are unable to read and follow the numbers, the person naming the pictures or the paraprofessional may point to the appropriate dots for the child.)

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PRODUCTION
[STEPS 6-15]

6. GOAL: DISCUSS "SPEECH HELPERS" WITH THE CHILD:

A Our "speech helpers" are the parts of our bodies that we use to make sounds. We use our lips, tongue, teeth, gum ridge, nose and the roof of our mouth to form the sounds. Our gum ridge is located behind our upper teeth. We use our nose only when we make the m, n, and ng sounds. Our lungs give us the air and air pressure we need to produce the sounds. Our voice box (larynx) located in our throat, vibrates on some sounds (called "voiced" sounds) and does not vibrate on other sounds (called "voiceless" or "whispered" sounds). When discussing the "speech helpers", we usually include our eyes and ears, for these "helpers" allow us to listen carefully to the sounds and to see how they are formed (when looking into a mirror or watching someone else make the sounds.) The paraprofessional discusses these "speech helpers" with the child. She draws a very simple drawing on the board (showing eyes, ears, teeth, tongue, lips, nose, lungs, and voice box) as she discusses each of the

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"helpers" with the child.

B The paraprofessional gives out a sheet of paper to the child and helps him draw a picture of his speech helpers (which he is allowed to keep). The paraprofessional should help the child by saying, "We are going to draw your speech helpers. First draw a large circle, and then draw in your eyes...Now draw your ears. Your ears are important because they are what you use to listen carefully to speech sounds." The paraprofessional should continue by asking the child, "What are the helpers we use to talk?" and then ask the child to draw those items on his picture. The object here is to reinforce the concepts talked about in Step 6-A: To make certain that the child has an awareness of which parts of his body he uses to produce speech.

C The paraprofessional first reviews the speech helpers with the child briefly. Then the child and paraprofessional should sit side by side facing a mirror. While looking into the mirror, the paraprofesional makes a sound and asks the child to make the same sound. Then they discuss what speech helpers were involved in making that sound -- what is moving and what is touching what and so on..(For instance: to make the /t/, the mouth is opened slightly, as are the lips; the tongue is up behind the upper teeth, touching the gum ridge; usually the chin drops slightly when the air is exploded out and the tongue breaks contact with the gum ridge. The sounds that should be discussed are the /θ/, /f/, /m/, and /s/...do not use any of these

sounds if they are sounds the child is unable to produce correctly! (See book Speech Correction Through Story Telling Units for "how to make" sounds.)

D The paraprofessional and child are seated as in previous activity. This time the child concentrates only on the special sound he is working on. The paraprofessional discusses the speech helpers with the child and helps him place "the helpers" in the proper position so he can produce his sound correctly in isolation. 10

> The process of showing the child how to make his sounds in the morror is called MIRROR WORK. The act of telling the child where to place his speech helpers (articulators) to make his sound is called PLACEMENT. IN SUMMARY: You show the child the placement of his speech helpers through the use of mirror work. THE CHILD MUST HAVE A WORKING KNOWLEDGE OF WHAT IS INVOLVED WITH HIS SAYING HIS PARTICULAR SOUND (KNOWLEDGE OF HIS SPEECH HELPERS), BEFORE PROGRESSING INTO THE STEPS INVOLVING HIS ACTUAL PRODUCTION OF THE SOUND HE IS WORKING ON.

7. GOAL: PRODUCTION OF THE SOUND CORRECTLY IN ISOLATION:

A The child imitates the paraprofessional's production of the sound. The sound should be produced in isolation at least 15 times for the child to imitate. This activity may require additional

time. Even several sessions maybe needed with a child who is having special trouble. It is often necessary to help the child with placement. The paraprofessional should gradually require the exact sound she wants the child to produce. The child should practice and get "close to" the desired production a number of times - first. In other words, don't expect "instant success". Give the child time before expecting him to imitate the exact sound (target sound) you want him to produce.) 20-?

B The child writes his sound on the blackboard or on a piece of paper, saying his sound each time he writes it. (Do this at least 20 times) 10

C The child is instructed to hide any card or object in the room for the paraprofessional to find. The child is then told, "So I can find what you have hidden, you will say your sound for me...you say it very quietly when I am far away from the hiding place, and you say your sound loudly when I get close to the hiding place. (Once the paraprofessional has an idea as to where the object is hidden she should move toward it and away from it before actually finding it. This will give the child a great deal of practice saying his sound). 15

D The paraprofessional holds up a series of cards from the sound section the child is working on and names each card, sometimes saying the child's sound incorrectly. 10

The child is told to say his sound (only his sound in isolation--not the word) each time he hears his sound said incorrectly as a picture is being named.

E Use a supplementary drawing from page 51 through 60. Each time the child produces his sound correctly in isolation, he is allowed to draw a line to the next dot in the picture.

8. GOAL: PRODUCE SOUND CORRECTLY IN SYLLABLES

A The child imitates consonant-vowel combinations that are spoken by the paraprofessional. All of the vowels covered below should be used in combination with the sound the child is working on. For example: if the child's sound is /t/, then the following combinations should be repeated by the child, at least five times each, after they are said by the paraprofessional:

tē the vowel is pronounced as in the words: "tea", "me", or "key"

tī the vowel is pronounced as in the words: "tie", "my", or "pie"

tā the vowel is pronounced as in the words: "hay", "able", or "May"

tă the vowel is pronounced as in the words: "hat", "at", or "add"

tä the vowel is pronounced as in the words: "lock", "sock", or "father"

tō the vowel is pronounced as in the words: "toe", "go", or "so"

tōō the vowel is pronounced as in the words: "too", "two", or "new"

tau the vowel is pronounced as in the words: "raw", "awful", or "saw"

toy the vowel is pronounced as in the words: "oil", "boy", or "joy"

If the child was working on the CH sound, the paraprofessional would simply put the CH in the above combinations in place of the /t/. She would then have: chē, chī, chā, and so on...

B The child repeats vowel-consonant-vowel combinations spoken by the paraprofessional. All vowels should be used in combination with the sound the child is working on, so that his sound is preceeded and followed by the vowel used. Again, each combination should be repeated at least five times by the child after being demonstrated by the paraprofessional. For example: if the sound is /t/ that the child is working on, then the following combinations would be repeated:

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ete	the vowel is pronounced as in the words: "tea", "me", or "key"
iti	the vowel is pronounced as in the words: "tie", "my", or "pie"
ata	the vowel is pronounced as in the words: "hay", "able", or "May"
ăta	the vowel is pronounced as in the words: "hat", "at", or "add"
ätä	the vowel is pronounced as in the words: "lock","sock", or "father"
oto	the vowel is pronounced as in the words: "toe", "go", or "so"
ootoo	the vowel is pronounced as in the words: "too", "two", or "new"
autau	the vowel is pronounced as in the words: "raw", "awful", or "saw"
oytoy	the vowel is pronounced as in the words: "oil", "boy", or "joy"

If the child was working on the CH sound, the paraprofessional would simply put the CH in the above combinations in place of the /t/. She would then have: eche, ichi, acha, and so on...

C The child repeats vowel-consonant combinations after they are demonstrated by the paraprofessional. All vowels should be used in combination with the sound that the child is working on so that his sound follows each of the vowels. Again, each combination should be repeated at least five times by the child after being demonstrated by the paraprofessional. For example, if the child is working on the /t/, the following combinations would be repeated:

20

ēt the vowel is pronounced as in the words: "tea", "me", or "key"

īt the vowel is pronounced as in the words: "tie", "my", or "pie"

āt the vowel is pronounced as in the words: "hay", "able", or "day"

ăt the vowel is pronounced as in the words: "hat", "at", or "add"

ät the vowel is pronounced as in the words: "lock", "sock", or "father"

ôt the vowel is pronounced as in the words: "toe", "go", or "so"

o͞ot the vowel is pronounced as in the words: "too", "two", or "new"

aut the vowel is pronounced as in the words: "raw", "awful", or "saw"

oyt the vowel is pronounced as in the words: "oil", "boy", or "joy"

If the child was working on the CH sound, the paraprofessional would simply put the CH in the above combinations in place of the /t/. She would then have: ēch, īch, āch, and so on...

D The child repeats consonant-vowel-consonant combinations after they are demonstrated by the paraprofessional. All vowels should be used in combination with the sound that the child is working on so that his sound precedes and follows the vowel used. Repeat each combination at least five times. For example, if the child is working on /t/ the following combinations would be repeated: 20

tēt the vowel is pronounced as in the words: "tea", "me", or "key"
tīt the vowel is pronounced as in the words: "tie", "my", or "pie"
tāt the vowel is pronounced as in the words: "hay", "able", or "May"
tăt the vowel is pronounced as in the words: "hat", "at", or "add"
tät the vowel is pronounced as in the words: "lock", "sock", or "father"
tōt the vowel is pronounced as in the words: "toe", "go", or "so"
tōōt the vowel is pronounced as in the words: "too", "two", or "new"
tâût the vowel is pronounced as in the words: "raw", "awful", or "saw"
toyt the vowel is pronounced as in the words: "oil", "boy", or "joy"

If the child was working on the CH sound, the paraprofessional would simply put the CH in the above combinations in place of the /t/. She would then have: chēch, chīch, chāch, and so on...

9. GOAL: PRODUCE THE SOUND CORRECTLY IN WORDS THAT HAVE THE SOUND EITHER AT THE BEGINNING OR THE END (AVOIDING THE USE OF BLENDS)

A The paraprofessional takes 15 to 20 cards that have the sound the child is working on in either beginning or ending position and places them in a box, hat, treasure chest, or some container. She has the child draw them out one at a time and names the picture. After all cards have been drawn, she puts the cards that were missed back into the container and has the child draw them again. 15

B The paraprofessional takes one of the pictures from pages 51 through 60 and places it in front of the child. Then she takes 10 to 20 appropriate cards, shuffles them, and places them in a stack face down on the table. The child is instructed to take the top card from the stack and say the word. If he says the word correctly, he may draw a line from one dot to another. The activity cards that were missed should be repeated after all of the cards have been gone through once. 15

C The paraprofessional places 10 to 20 appropriate cards face up on the table in front of the child. The paraprofessional tells the child that she will describe something about one of the pictures, and that the child is supposed to guess which picture the paraprofessional is describing. 15

D The paraprofessional takes 12 appropriate cards from the sound section the child is working on and lays them on the table face up. When the child has had an opportunity 15

to see them, turn them over without mixing them up and ask the child to guess the name of the picture to which you point. When the child makes a guess, turn the card over. If the child is correct he keeps the card; if he is incorrect the card is replaced on the table, face down.

E The paraprofessional takes 10 to 15 appropriate cards and hides them around the room where the child should be able to find them without too much effort. Then she instructs the child to look for the hidden pictures. As he finds each one, he must bring it to the paraprofessional and tell her the name of the picture. The cards missed should be hidden again and found by the child. 15

F The paraprofessional says a word for the child (that has his sound in initial or final position) and repeats it while the paraprofessional records it on a Language Master Card. Then it is "played back" and the child tells the paraprofessional whether he thinks the word was said correctly or not. (Should be done with 10 to 20 words). 15

10. GOAL: PRODUCE THE SOUND CORRECTLY WHEN IT IS IN THE MIDDLE OF THE WORD: (AVOIDING THE USE OF BLENDS)

A The paraprofessional hands the child one of the cards from the section he is working on that has his sound in the middle position only. She then asks him to name the picture, being careful to say his sound correctly. 15

If he says the word correctly, he is allowed to put it in a container (such as a hat, treasure chest, etc.).

B The paraprofessional takes appropriate cards from the basic word making cards and lays them face down in the center of the table. The paraprofessional uses a key phrase which may be a little ridiculous such as, "This morning I found a _____ on my doorstep, or "The fairy took my tooth and left a _____ under my pillow." The blank in the sentence, of course, is filled in by drawing a card from the top of the pile. 15

C The paraprofessional places three appropriate cards in front of the child face up and tells the child to look at the cards carefully because he will have to remember the names of the cards. She then turns the cards over and mixes them up and asks the child to point to a picture and tell her the name of the card. That card is then turned over to see if the child was right. This should be done at least three times using three different cards each time. 15

D The paraprofessional takes 10 appropriate cards, shuffles them and holds them up for the child to identify one at a time. The paraprofessional takes 10 cards that have the child's sound in the middle along with three cards that have his sound at the end of the word. She shuffles the cards and then holds them up for the child. The child is told to say the word and then tell where his sound is in the word. 15

11. GOAL: PRODUCE THE SOUND CORRECTLY IN ALL POSITIONS OF WORDS:

A The paraprofessional gives the child a "follow the dots" picture (found on supplementary pages 51 through 60). The paraprofessional then takes 10 to 20 cards that contain the sound the child is working on and asks the child to name the cards one at a time. As the child names the card correctly he may draw a line fron one dot to the next. 15

B The paraprofessional takes 10 cards from the sound section the child is working on and places them face up on the table. While the child hides his eyes, the paraprofessional chooses a picture under which to "hide". (This may be done by placing a small piece of paper under a particular card you have chosen. The child then tries to guess by asking such questions as: "Are you hiding behind the rabbit?" He continues to guess each picture until he guesses the correct one. This should be done at least two or three times. 15

C The paraprofessional hands the child 10 picture cards that have his sound and has him to name each picture. Those he names correctly are placed in a "good" pile; the ones said incorrectly are placed in a "poor" pile and should be gone over again after all the cards have been covered. 15

D The paraprofessional takes 15 pictures that have the sound the child is working on and holds them up for the child one at a time. She tells him to say the name of the

picture and then to go to the board and write a "B" if the sound is in the Beginning position; an "M" if the sound is in the Middle position; or an "E" if he thinks his sound came at the End of the word. 15

E The paraprofessional tells the child that she will say 20 words, and when she says any of the words wrong, then he is to stop her and say the word correctly for her. (Paraprofessional should only make errors on the particular sound the child is working on by substituting another sound in its place in the word.) 15

F The paraprofessional takes 10 cards that have the child's sound and 10 other cards that do not contain his sound and holds them up one at a time for him to name. After he names the picture, he is to tell the paraprofessional whether or not his sound is in the word. 15

G The paraprofessional gives the child a piece of string (about three feet long) with a paper clip attached to one end. She then tells the child that she is going "fishing" and has the child throw the end of the string off the end of the table. The paraprofessional then clips on an appropriate picture and tugs on the string saying, "You've got a "bite". The child then pulls in the string and says the name of the picture. If the child says the word incorrectly then he must "throw the fish back into the water" to be caught again. She uses 10 to 20 cards for this activity until all cards are "caught". 15

H The paraprofessional plays "Simon Says" with the child.

Each time the child names a card correctly, he can take one step toward the paraprofessional. If the child says the word incorrectly, then he has to take one step backwards.

I The paraprofessional takes appropriate cards and places them in a stack, face down, on the table. The child draws a card, and if he says the word correctly, he may draw an outline of a man's head on the blackboard or piece of paper. As each word is said correctly, another part of the man is drawn. 15

J The paraprofessional takes 12 cards and places them on the table or floor in front of the child. She then gives the child a number of color chips from the Peabody Kit and has the child throw the chips to see if he can make them land on one of the pictures. When a chip lands on one of the pictures, the child is to say the name of that picture three times and then the card is turned over face down. This is continued until all cards are face down. 15

12. GOAL: PRODUCE THE SOUND CORRECTLY WHEN IT IS IN A WORD THAT IS USED IN A SENTENCE

A The paraprofessional takes 20 picture cards and holds them up one at a time for the child, telling him to name each card and then use it in a sentence. 20

B The paraprofessional takes the same 20 pictures and holds up two pictures at a time and asks the child to name both pictures and then use both names in one sentence. 20

C The paraprofessional says a sentence that contains the sound the child is working on, but uses words that the child has not yet worked with. The child repeats the sentence after the paraprofessional says it. The paraprofessional uses at least 20 sentences. 15

D The paraprofessional says sentences for the child to listen to. She uses some sentences that have the child's sound and some that do not have the child's sound. The child is to tell whether the sentence said by the paraprofessional has his sound in it or not. (Sentences may be repeated two or three times for the child.) If the child makes an incorrect choice, he repeats the sentence and then decides again whether his sound is in the sentence. 20

E The paraprofessional says words for the child and asks him to use them in a sentence. Each time he says the words correctly in the sentence, he is given three points: when he earns 100 points he gets a prize (handout, toy, piece of candy, etc.). If he says the words incorrectly, points are taken away. (This activity can be carried on for a number of sessions.) The paraprofessional should give one, two and three words to the child to use in a sentence--not just one word. 20

F The paraprofessional puts sentences on blank Language Master cards, that contain many words that have the sound the child is working on. These are played for the child and he is to repeat them after they are played. Sentences that give the child difficulty should be repeated. 15

13. GOAL: PRODUCE THE SOUND CORRECTLY WHEN READING INDIVIDUAL SENTENCES (IF CHILD IS UNABLE TO READ, THIS STEP SHOULD BE SKIPPED)

A The paraprofessional makes up 20 sentences that contain the sound the child is working on. The sentences are written on the board or on a piece of paper before the child comes to the resource room. The child is asked to read the sentences one at a time. After each sentence is read, the child is asked if he made any errors when he read the sentence. If so, what words did he have trouble with that contained the sound he is working on. 30

B Have the child read a sentence containing two or more words having his sound, and record the sentence on the Language Master. Then have the child listen to the card played back and have him tell you what words have his sound in them. Then write the words on the blackboard and have the child use the words in another sentence. Use words that the child has not used thus far (verbs, adjectives, adverbs or nouns). The paraprofessional should make up at least 10 sentences for this exercise, and either write them on the board or on a separate piece of paper for the child before the session begins. 30

C The paraprofessional uses any reading materials in the resource room, that are on the child's level and that are easy for him to read at a normal rate. The sentences are recorded on the Language Master as they are read. Then they are played back for the child to evaluate, as to whether he thought the sentence sounded "fine", "fair" or "poor" and as to what word[illegible] words he said correctly that contained his sound. 30

TOPICS FOR STIMULATING CONVERSATION

1. What I like about living in the country...
2. What we do when we go to Grandma's house...
3. What to do if you see a house on fire...
4. You see a man wearing a mask standing near the door to the bank, what do you do?
5. You want a certain toy more than anything else in the world, what do you do to get it?
6. The funny things that can happen on a farm...
7. Where I went last summer or what I did at home last summer.
8. Why I like it to rain...or what I do around the house when it rains or snows.
9. What I do on the way to school...
10. What would you do if you were captured on a pirate ship?
11. The nicest teacher I ever had...
12. What I would do if I was the President of the United States...
13. What is your favorite Holiday and what do you do on that day?
14. What would you do or say if George Washington visited your class?
15. A man is giving away baby elephants. You want to take one home. How would you convince your parents that a baby elephant would make a good pet?
16. While walking backward in a field you bump into a crocodile.. What would happen next?
17. You are invited to spend a summer in Africa. What jungle pet do you bring home with you? Why?
18. You have decided to become an animal. Which one, and where do you live? What trouble could you get into?
19. Your friend asks you to take care of his ten-foot long snake while he is on vacation. How do people react to the snake?
20. You hear a sound at the back door and when you open the door you find a wet and hungry hippopotamus. What would you do next?
21. On a walk in the woods you find a deer with a broken leg. You decide to keep it. What would you do to take care of it and what would you do do after it was well?
22. What are some things you have done to help your father, your mother, your brother or sister?
23. What you have to do to get wood for the fire...
24. Why I like cooking or don't like cooking...
25. What I do when I get cold in the winter time...
26. What I would like to have if I could have three wishes...
27. My favorite pet is _____ the things I like to do with my pet...
28. What I do to help plant, harvest, can fruits and vegetables...
29. Why do I want to go to the moon or other planets?
30. Do children or adults have more fun? Why?
31. Should you have more homework every night? Why? Why not?
32. Why it is nice to have a brother or sister, or why it is not?
33. What famous person would you like to meet? Why? What would you say to him?
34. Why I come to the resource room, or why I like to come to the resource room?
35. Why we should look both ways before we cross the street...

14. GOAL: PRODUCE SOUND CORRECTLY IN CONVERSATION

A Helping the child to produce his sound correctly in conversation often requires considerable time and patience. While the child may be able to produce his sound in sentences correctly, it is a more difficult task to hear errors that are made in conversation (because sounds are spoken so much more rapidly in conversational speech). This should be pointed out to the child. The paraprofessional should impress upon the child that he must use his sound correctly, not only when he is working with her, but ALL OF THE TIME--EVERY WHERE HE GOES...at home, at school, and at play. 20

B During all exercises dealing with conversation the paraprofessional is to listen carefully for errors being made by the child on his specific sound. These should be pointed out to the child (carefully so as to guard against his becomming self-conscious so he will see the need for concentrating on his production in conversation and so he will learn to self-correct the errors he makes. The paraprofessional takes 10 to 15 cards or pictures (may be from Peabody Kit or any source) and gives them to the child one at a time and asks the child to describe everything he can about the picture. 20-?

C Ideas that may be used to stimulate conversation will be found on the following page. It is very helpful to

talk with the child and record his conversation so that it can be played back having the child listen and pick out the errors or number of errors made. -?

D In an effort to foster conversation with the child, the paraprofessional should use any item in the resource room or discuss anything that is of interest to the child. BECAUSE OF THE NATURE OF THIS STEP, NO TIME LIMIT IS RECOMMENDED. SHOULD THE PARAPROFESSIONAL FEEL THAT THE CHILD IS NOT IMPROVING, AFTER A REASONABLE LENGTH OF TIME, SHE SHOULD DISCUSS THE CHILD WITH THE SPEECH AND HEARING COORDINATOR FOR SPECIFIC INSTRUCTIONS. -?

15. GOAL: GIVE CHILD A NEW SOUND OR DISMISS HIM FROM THE SPEECH PROGRAM

A The paraprofessional should check with the child's teacher to see if she has noticed the child using his sound correctly in the classroom situation.

B The paraprofessional should ask the supervising teacher to listen to the child, to verify the correction of the sound he has been working on.

C THE PARAPROFESSIONAL SHOULD NOTIFY THE SPEECH AND HEARING COORDINATOR OF ANY SOUND CHANGES OR DISMISSALS WHEN HE VISITS HER SCHOOL.

Criterion for Dismissal

BEFORE A CHILD CAN BE DISMISSED, OR BEFORE HE CAN CHANGE TO ANOTHER SOUND, HE MUST BE ABLE TO:

EITHER:

Produce his sound correctly and consistently 90% of the time in conversation...

OR:

Correct the errors he makes (self-correction) consistently in conversation.

MATERIALS

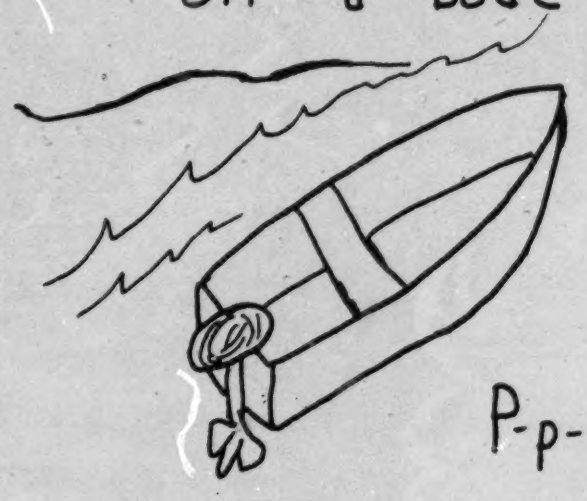
Air blows through nose

mouth is open

N-n-n-n

N - voiced

Little motor on a boat



P-p-p-p

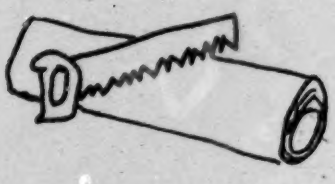
P - whispered

Rooster Crows

R-r-r-r

R - voiced

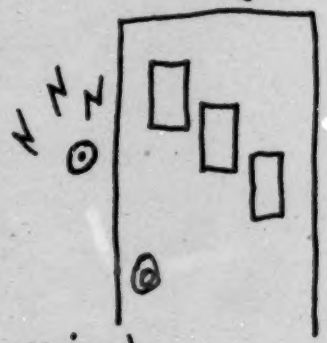
Sawing a log



Zh-zh-zh

Zh - voiced /3/

Door bell rings



Ng-ng-ng

Ng - voiced /ŋ/

Little dog panting

H-h-h-h

H- whispered

Jump-up quickly

J-j-j-j

J- voiced

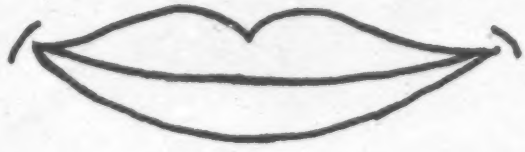
/dʒ/

Dial tone - when phone is off hook

L-l-l-l

L - voiced

Humming Sound



M- voiced

Washing machine sound

Th-th-th-th

Th- voiced

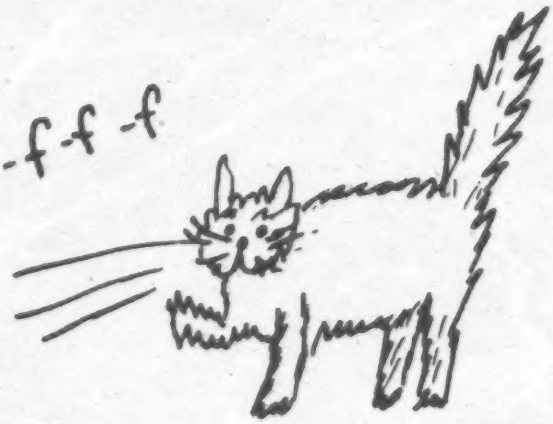
Woodpecker tapping

D-d-d-d

D - voiced

Cat hisses

F-f-f-f



F - whispered

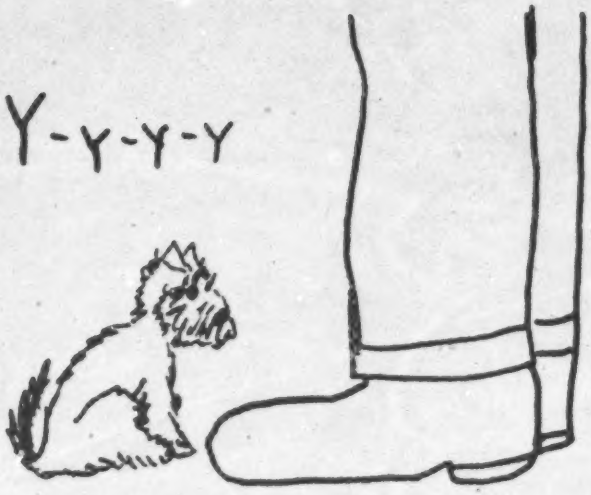
Bull frog croaks

G-g-g-g

G - voiced

-·---- puppy

Y-y-y-y



Y - voiced /j/

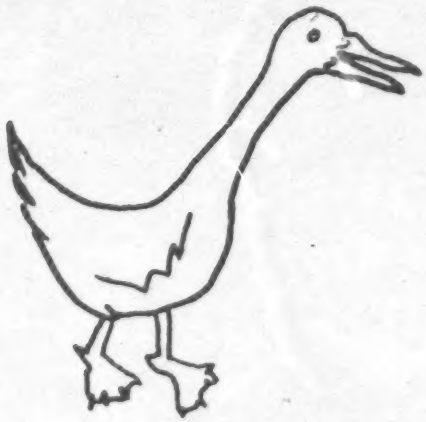
Buzzing Bee

Z-z-z-z

Z - voiced /z/

Goose hisses

Th-th-th-th

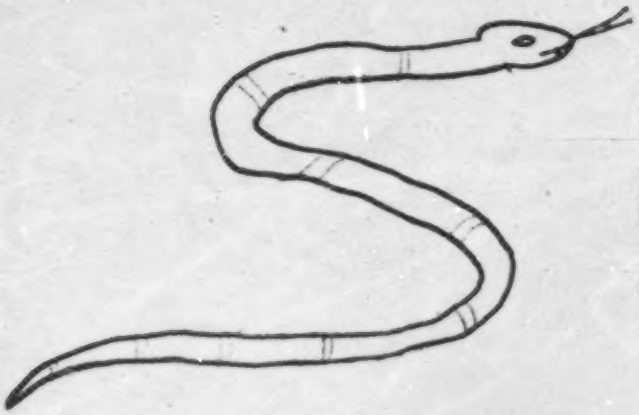


Th - whispered /θ/

Baby is sleeping

Sh-sh-sh

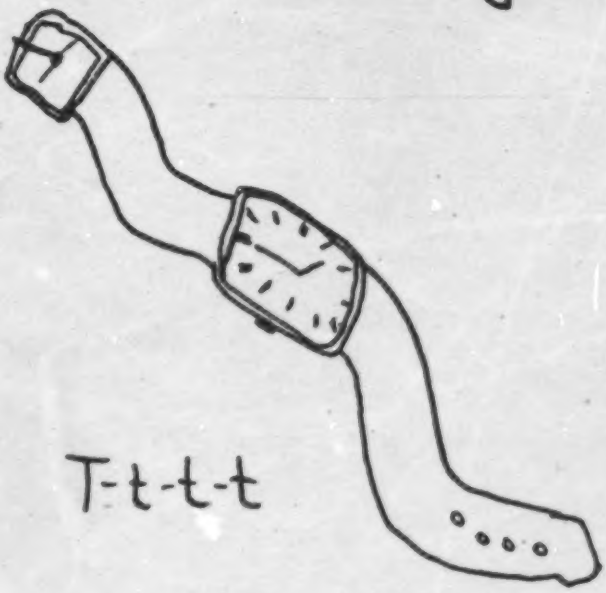
Sh - whispered /ʃ/



Snake hisses - S-s-s-s

S - whispered

watch ticking

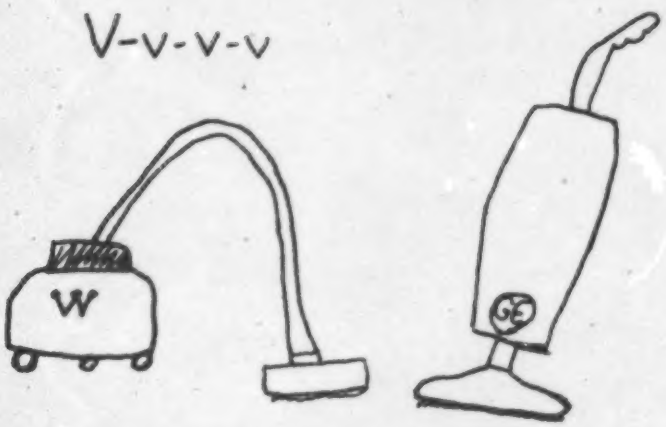


T-t-t-t

T - whispered

Vaccuum Cleaner

V-v-v-v



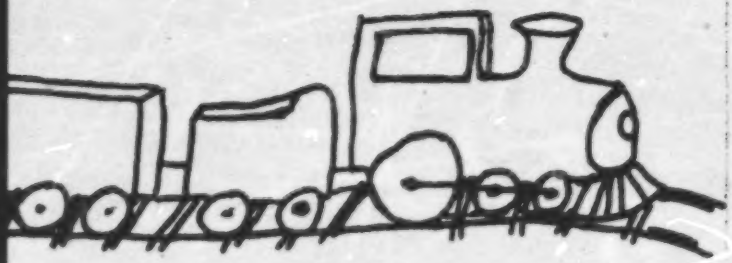
V - voiced

Big dog barks -

W-w-w-w

W - voiced

Train chugs



Ch-ch-ch-ch

Ch - whispered

/tʃ/

The wind blows

Wh - whispered

/ʍ/

Baby can say

B b-b-b

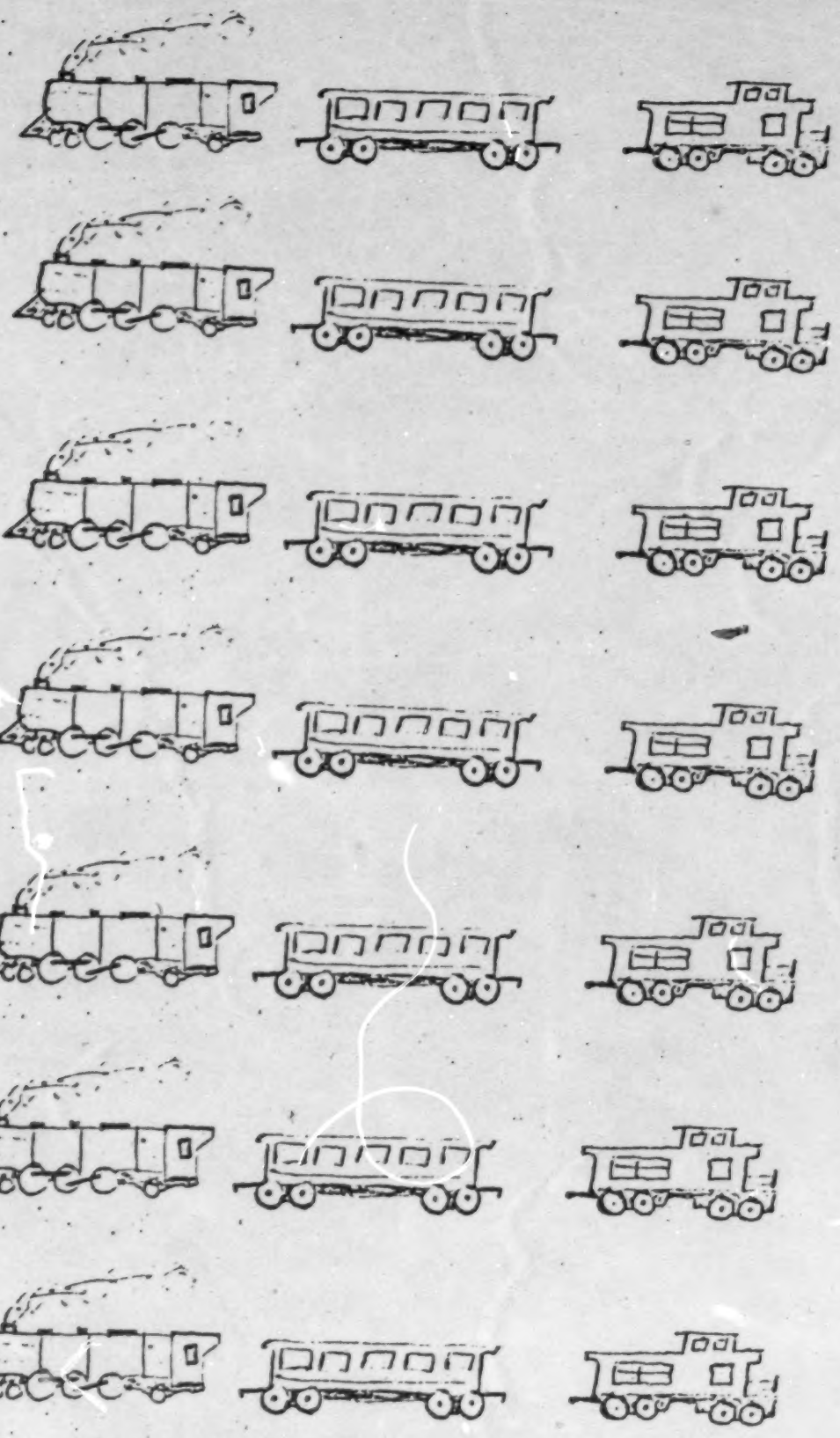
B - voiced

Coughing sound in back of mouth

K-k-k-k

K - whispered

RR
HOMES
RAIL ROAD



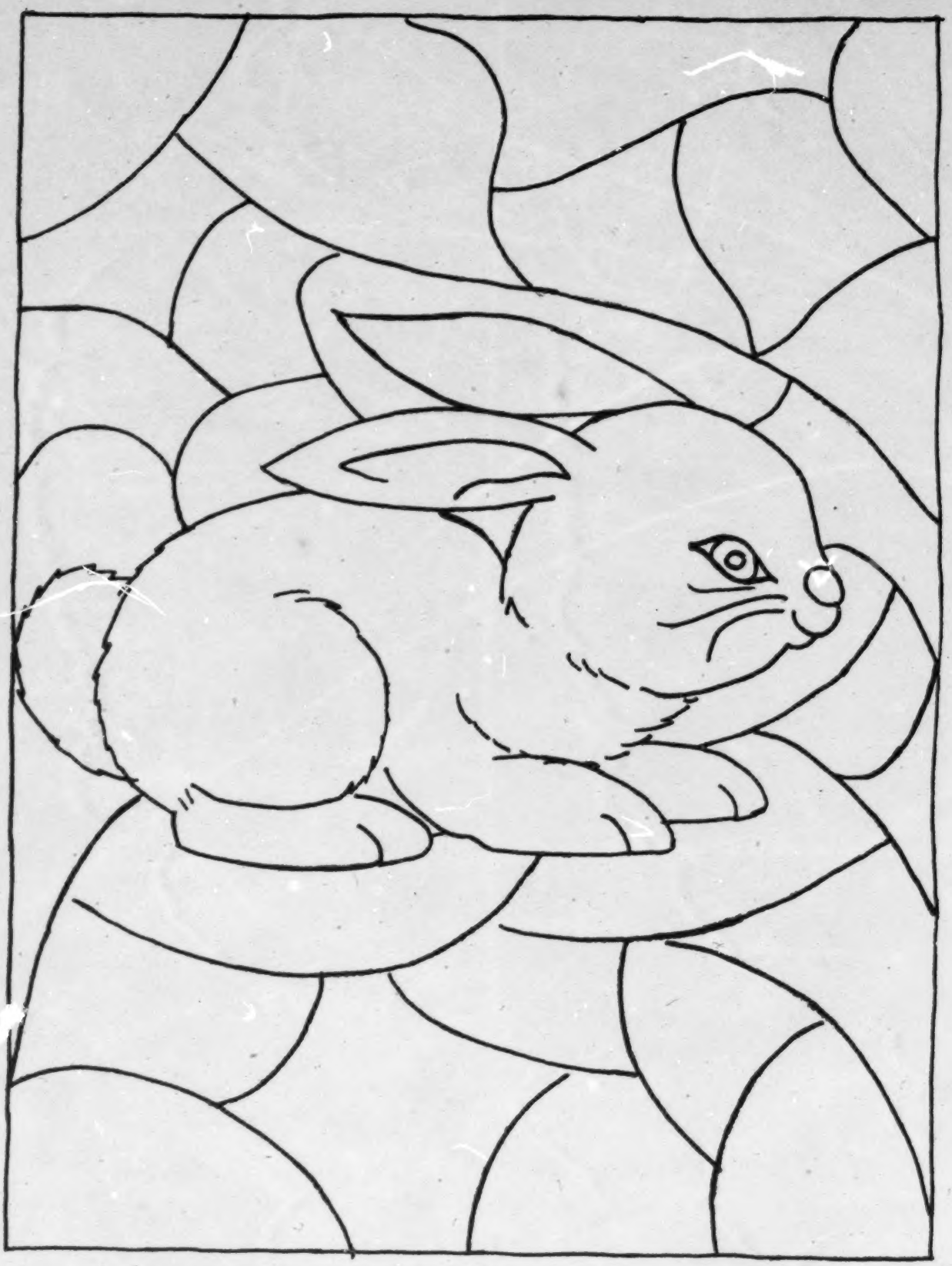
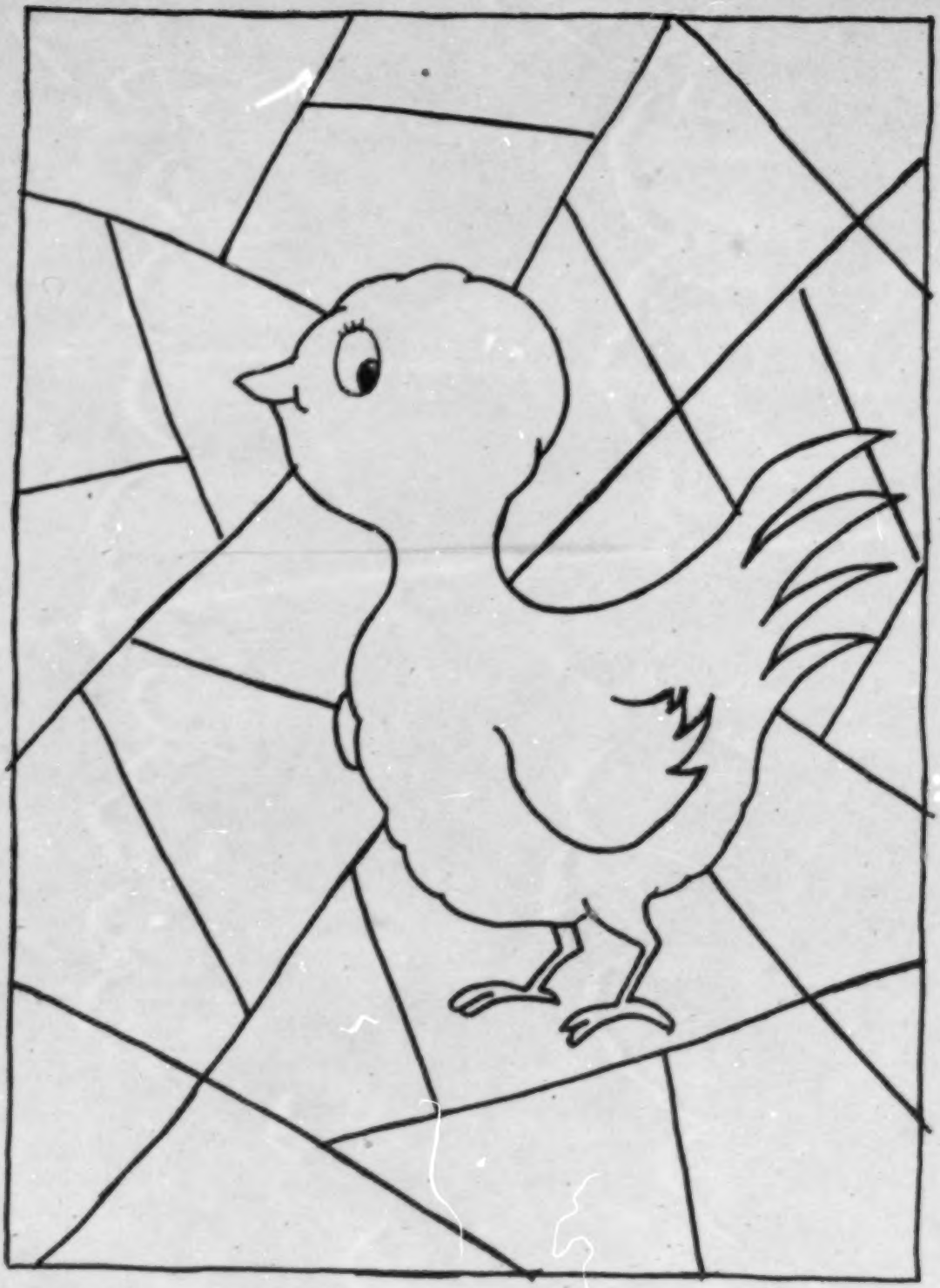


Fig. 50



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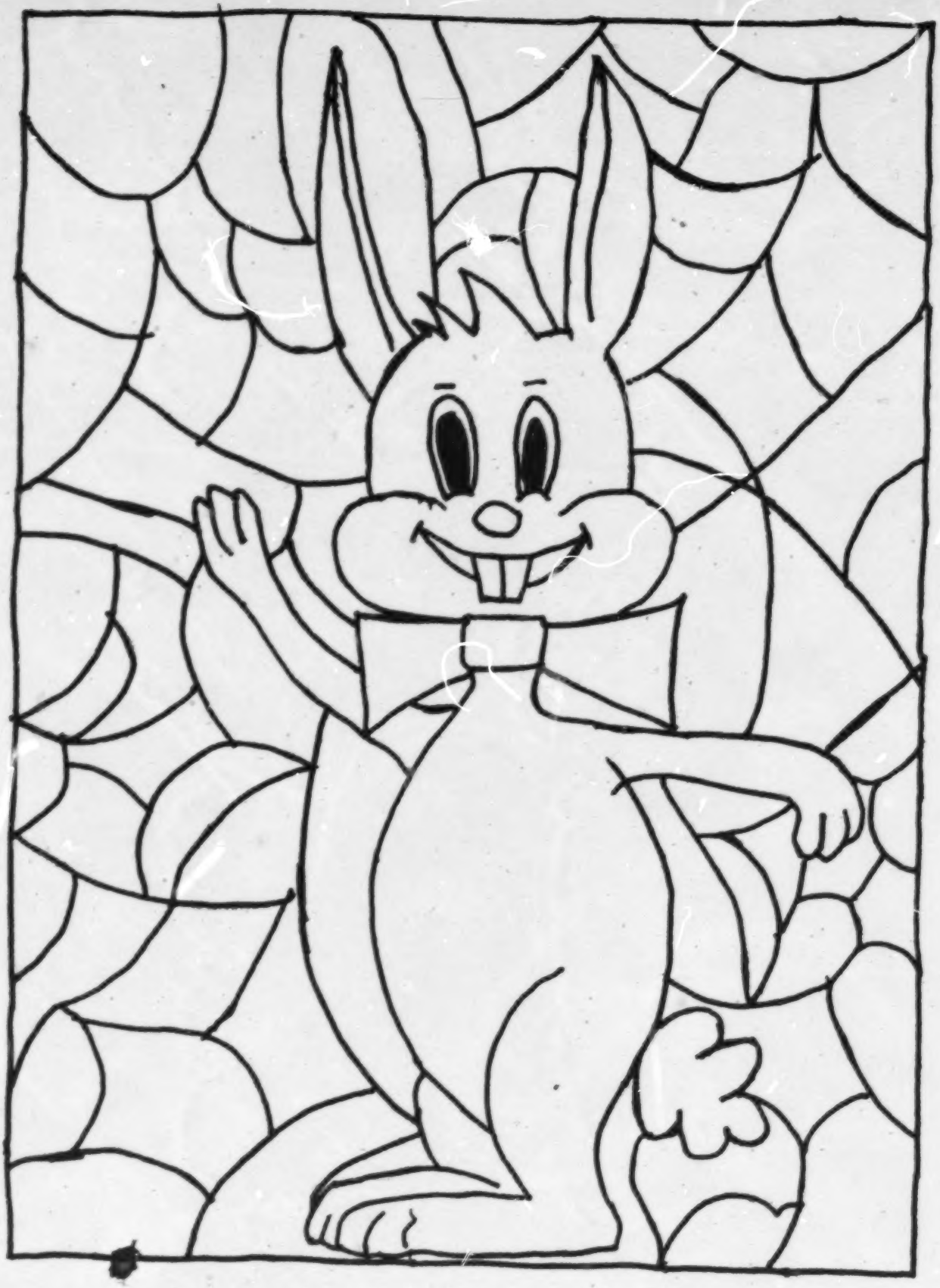

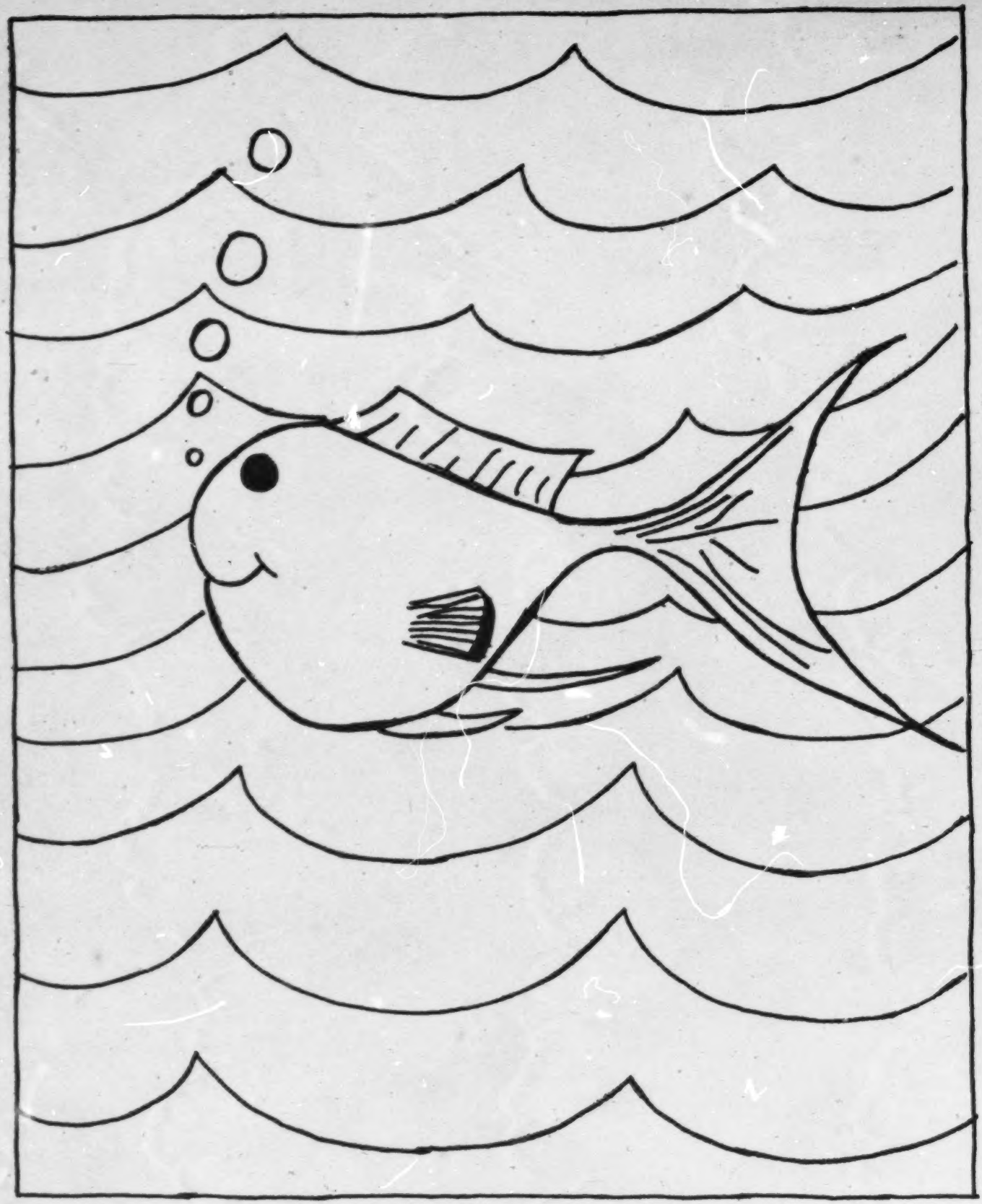

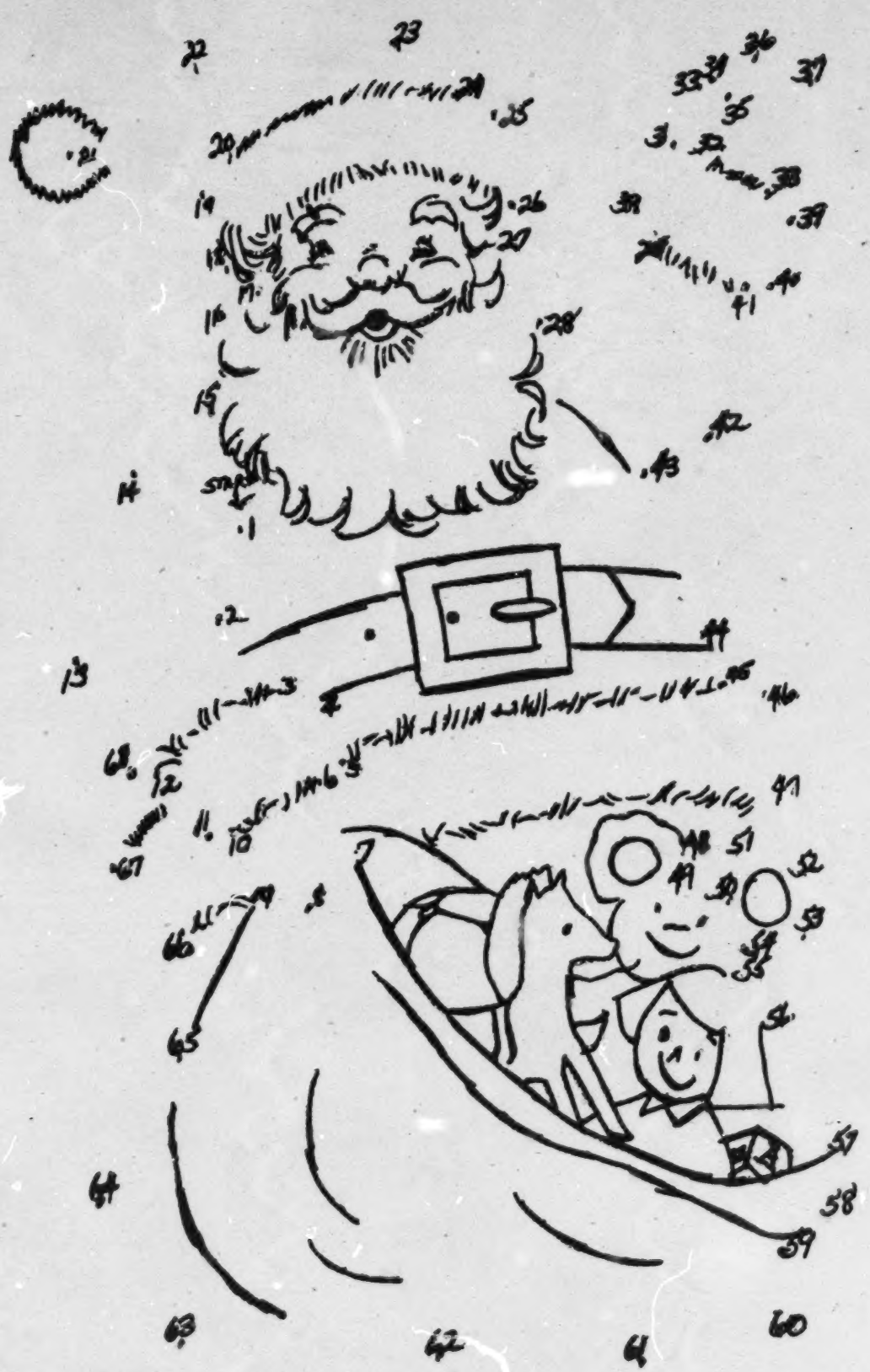

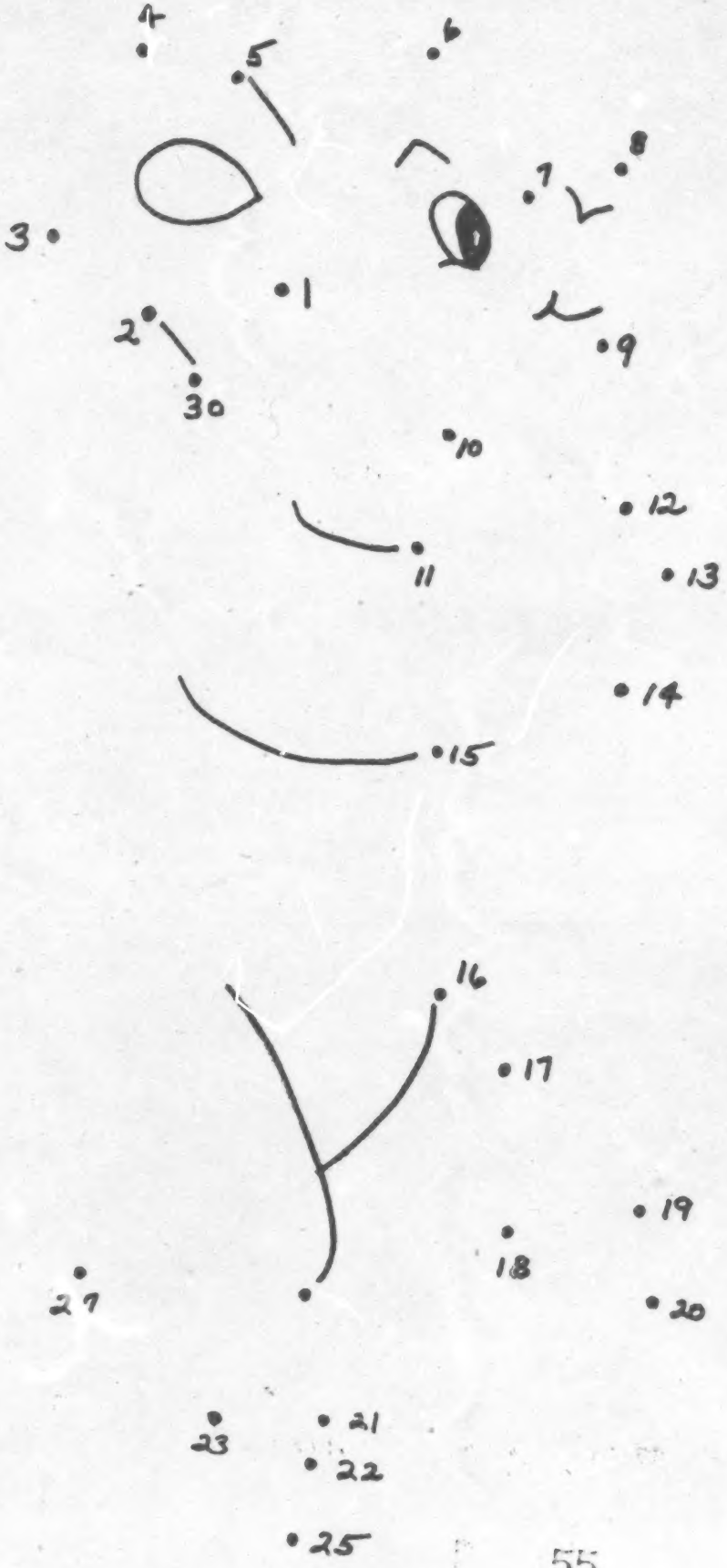
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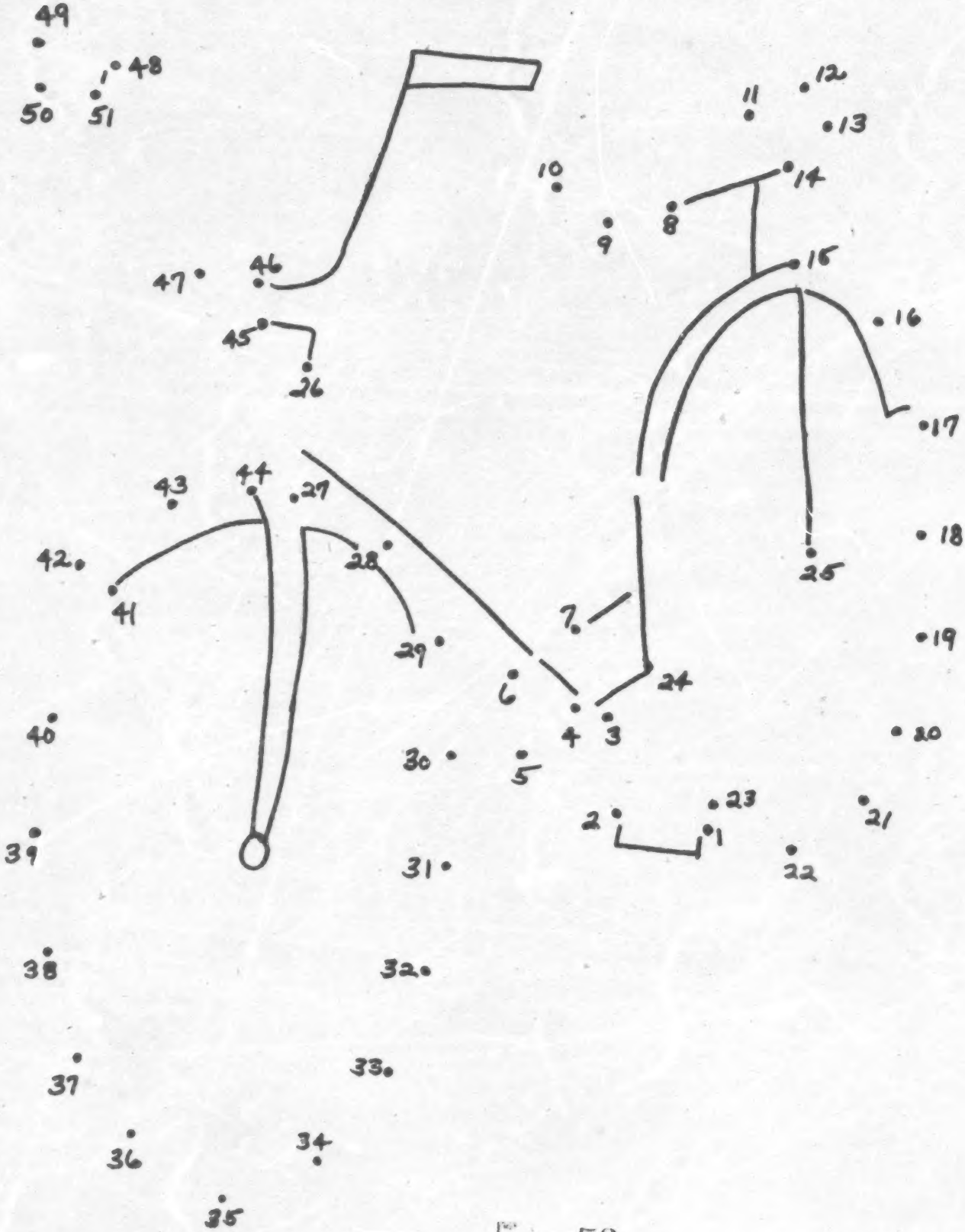
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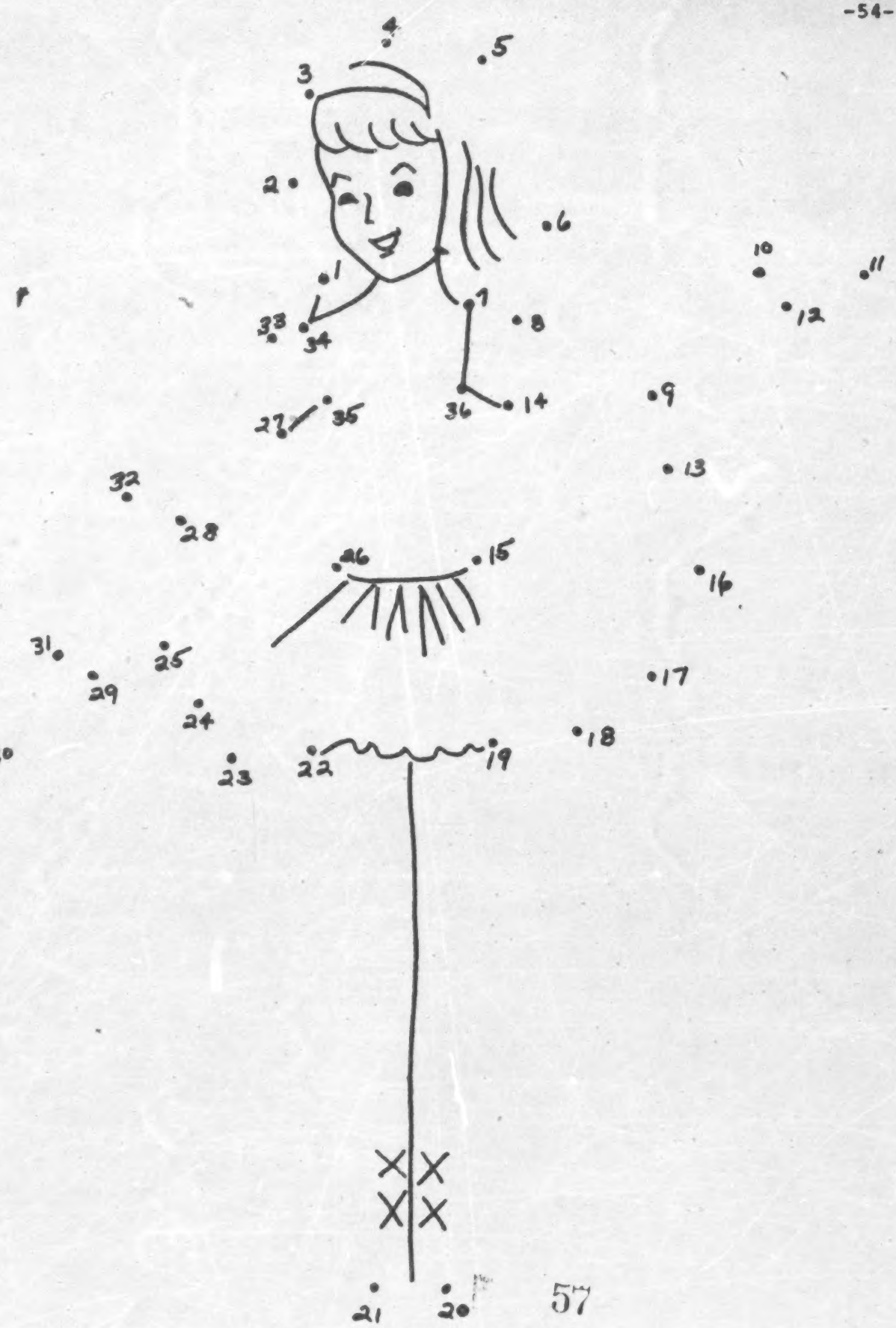
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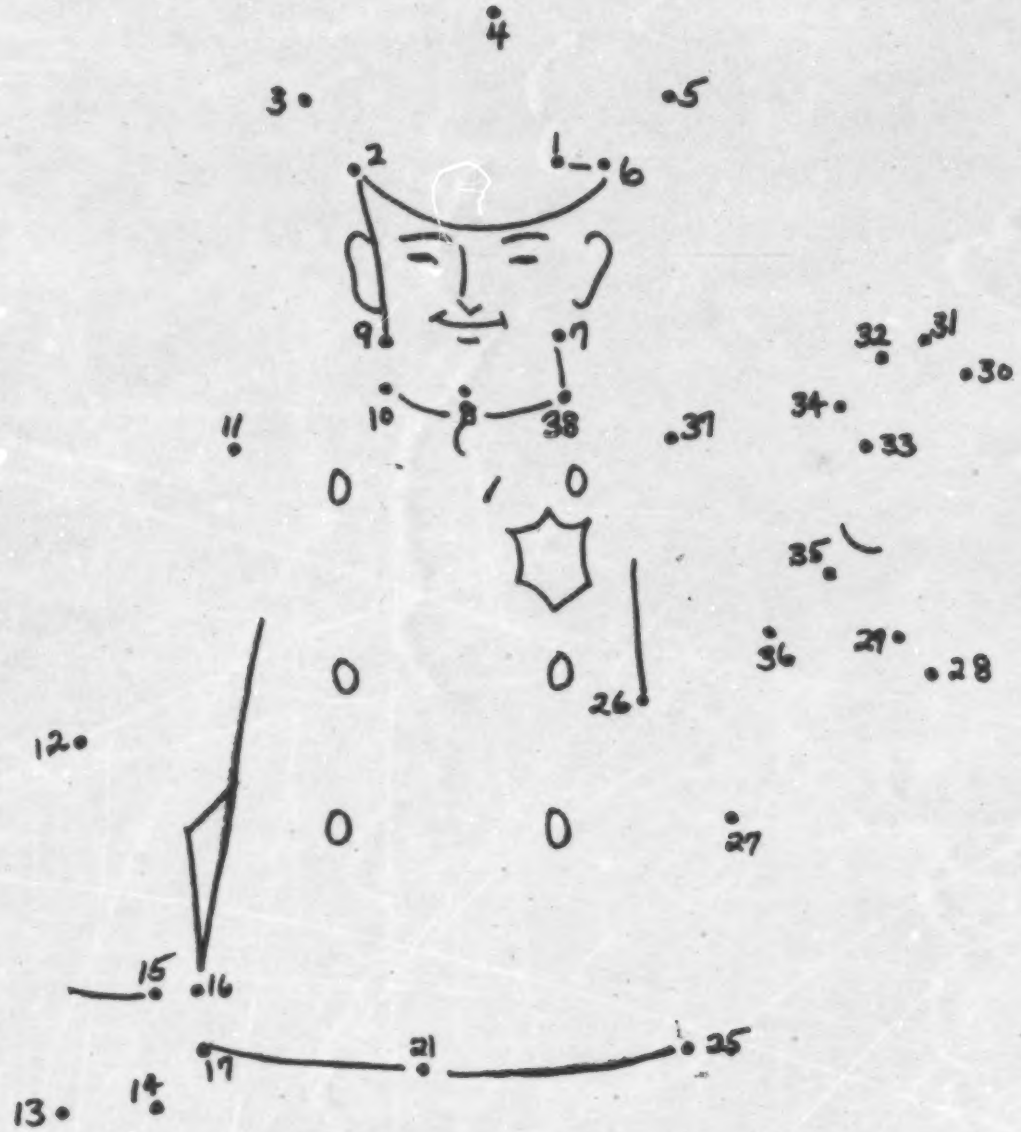
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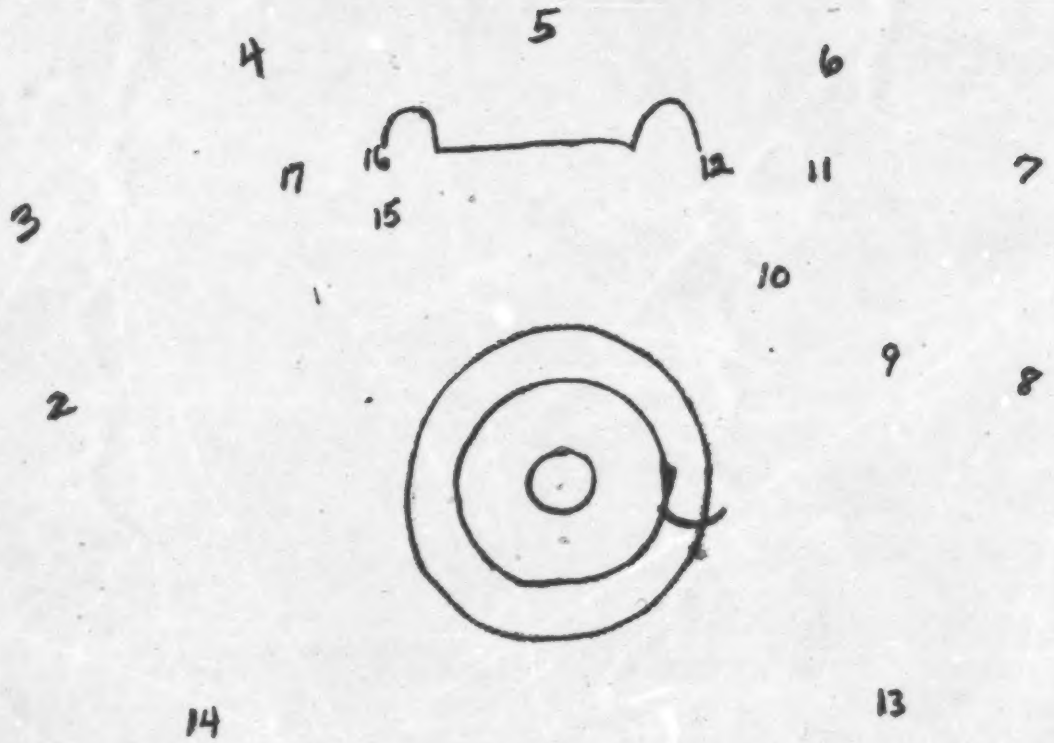
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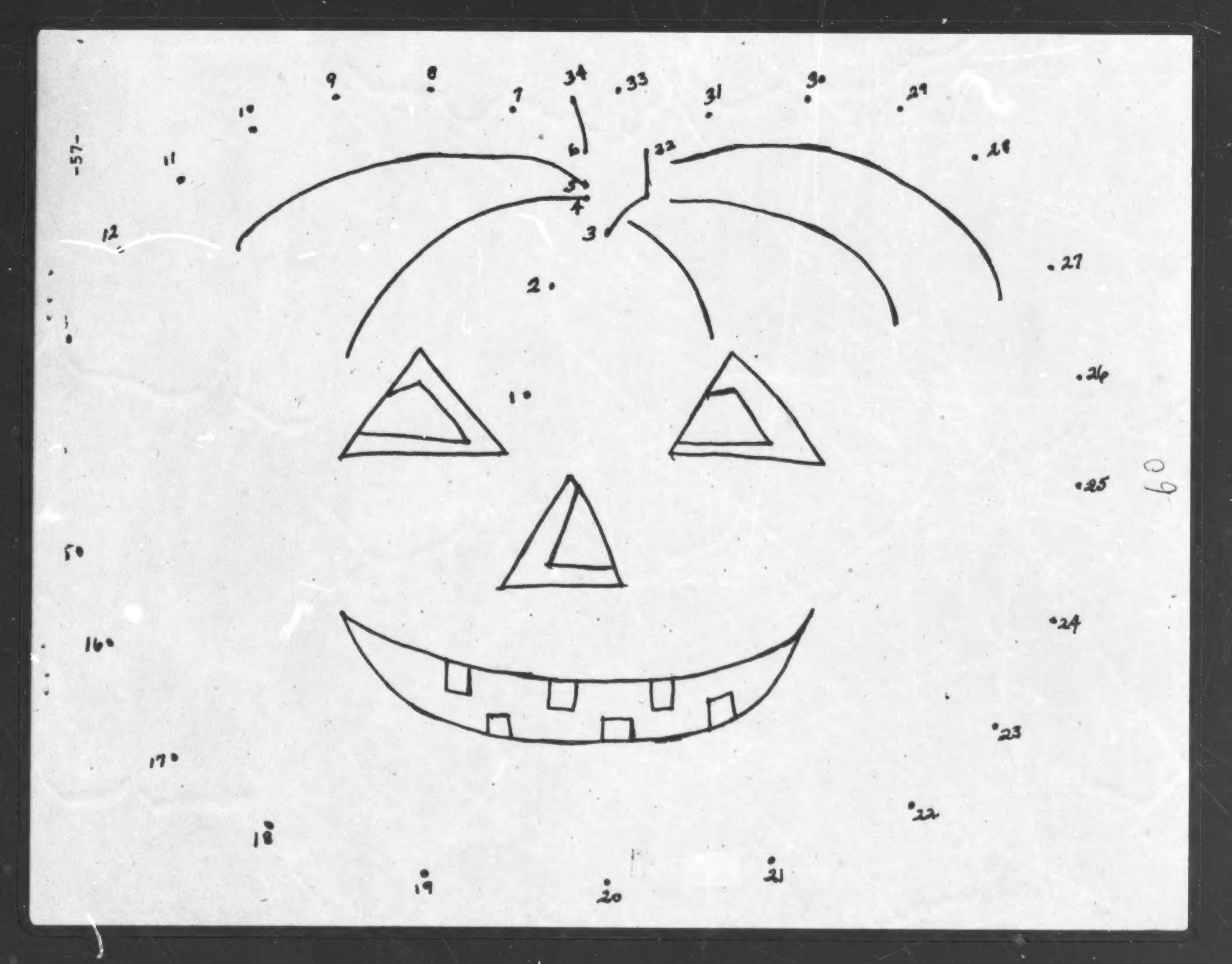
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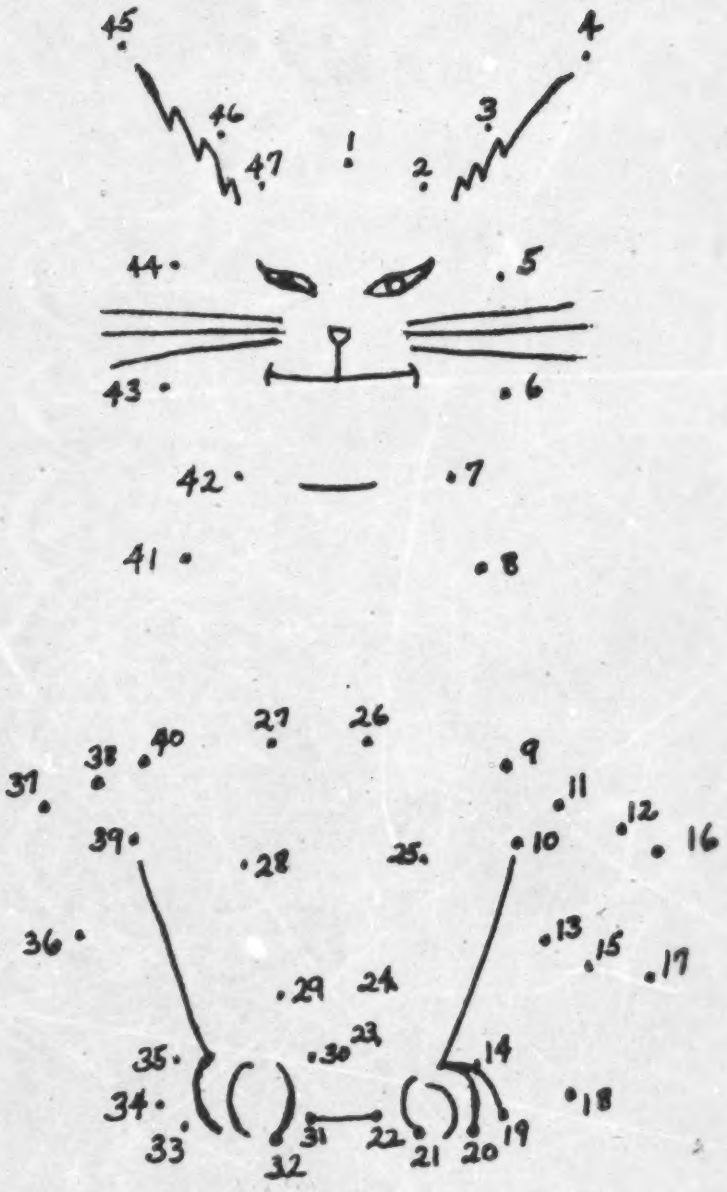
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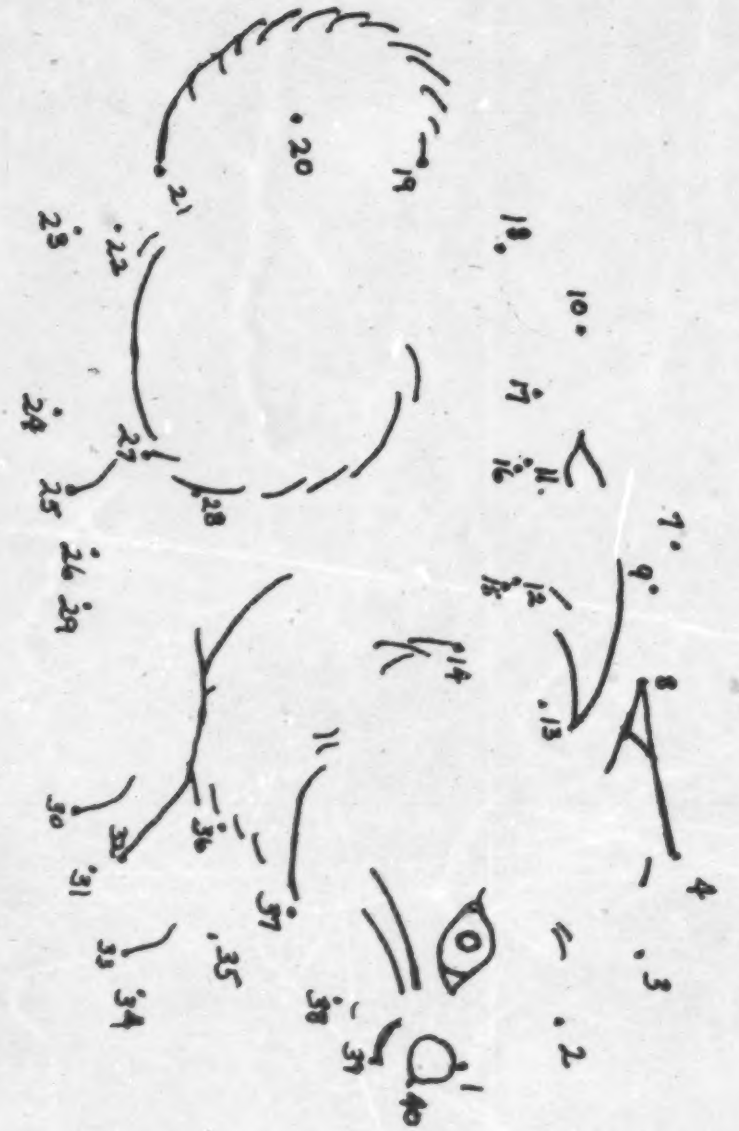
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